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ABSTRACT

The three manuals included in this document are the results of a project which revised the student teaching courses offered by the Vocational-Technical Education Department at the State University College at Utica/Rome (New York). (Project procedures involved the following: (1) Materials and ideas available in the department regarding student teaching were identified, (2) an ERIC search on student teaching materials was conducted, and (3) 83 persons responsible for student teaching in vocational education (as identified in the "1975-76 Industrial Teacher Education Directory") and 45 State vocational education directors were requested to send ideas/materials related to student teaching.) Each of the manuals includes sample assignment sheets covering various aspects of teaching, and teacher-related activities (i.e., relationship with school staff, student activities, preparing quizzes). The manuals are designed for three student types. "VTE 492 Supervised Student Teaching Directions and Assignments" is designed for full-time preservice vocational-technical students in a six-semester hour student teaching course. "VTE 468 Modularized Preservice Student Teaching Directions and Assignments" is designed for part-time (usually employed) preservice vocational-technical students in a two semester hour student teaching course. "VTE 467 Modularized Inservice Student Teaching Directions and Assignments" is designed for part-time inservice vocational-technical teachers who are trying to obtain State certification. (LAS)

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ED139910

SUPERVISED STUDENT TEACHING

BY

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INTRODUCTION

This writer was assigned with the task of revising the Student Teaching courses offered by the Vocational-Technical Education Department at the State University College at Utica/Rome. In carrying out this assignment, the following strategy was pursued:

1. Materials and ideas available in the department regarding student teaching were identified.

2. Materials available through ERIC regarding student teaching were identified.

3. Letters were sent to 82 persons responsible for student teaching in Vocational Education or Industrial Arts programs as identified in the 1975-76 Industrial Teacher Education Directory (14th. edition). These educators were asked to assist by sending materials that they were using in their student teaching endeavors.

4. Letters were sent to 45 vocational education directors of the Boards of Cooperative Education in New York State. These educators were asked to send the materials or ideas that they may have regarding student teaching.

The materials obtained through these means were studied and the three student teaching manuals were developed for the three distinct groups of students that the Vocational-Technical Education Department at the State University College at Utica/Rome serves.

The first manual entitled, "VTE 492 Supervised Student Teaching Directions and Assignments," is designed to guide full-time preservice vocational-technical students through their six semester hour student teaching course. This course is required by the state of New York for those students seeking state certification to teach occupational (vocational or technical) education subjects in secondary schools and correctional programs. This student teaching course is designed to give the student an opportunity to practice and refine his/her teaching and other skills required for a successful teaching career. These skills should have been obtained from the previous series of Professional Education courses required by the Vocational-Technical Education program at the State University College at Utica/Rome. This experience is provided in a vocational or technical program under the guidance and supervision of a senior instructor from the cooperating institution and the faculty member designated by the college to supervise the student-teaching experience.

The second manual entitled, "VTE 468 Modularized Pre-Service Student Teaching Directions and Assignments," is designed to guide part-time preservice vocational-technical students through their two semester hour student teaching course. These students are craftsmen who, on a part-time basis are trying to obtain New York state certification. Since these individuals' work schedules do not permit them to take the six semester hours of student teaching, the department has divided this experience into three distinct courses: 1) Observation Teaching, 2) Demonstration Teaching, and 3) Student Teaching. This two semester modularized pre-service student teaching course is designed to give the part-time student an opportunity to practice and refine his/her teaching and other skills required for a successful teaching career. These skills should have been obtained from the previous series of Professional Education courses required by the Vocational-Technical Education program at Utica/Rome. This experience is provided in a vocational or technical program under the guidance and supervision of the master teacher from the cooperating institution and the faculty member designated by the college to supervise the student teaching experience.

The third manual entitled, "VTE 467 Modularized In-Service Student Teaching Directions and Assignments," is designed to guide part-time in-service vocational-technical students through their two semester hour student teaching course. These students are vocational-technical teachers who, on a part-time basis, are trying to obtain New York state certification. Since these individuals' work schedules do not permit them to take the six semester hours of student teaching, the department has divided this experience into three distinct courses: 1) Observation Teaching, 2) Demonstration Teaching, and 3) Student Teaching. This two semester modularized in-service student teaching course is designed to give the part-time student an opportunity to refine his/her teaching and other skills required for a successful teaching career. These skills should have been obtained from the previous series of Professional Education courses required by the Vocational-Technical Education program at Utica/Rome. This experience will take place in the student vocational shop and classroom under the guidance and supervision of a representative of the Department of Vocational-Technical Education.

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VTE-492
SUPERVISED STUDENT TEACHING

DIRECTIONS AND ASSIGNMENTS

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

DIRECTIONS

You will be expected to demonstrate your instructional abilities as a vocational-technical instructor during this experience in student teaching. The activities that are a requirement of student teaching will take place in a vocational or technical program under the guidance and supervision of a master teacher from the cooperating institution and the faculty member designated by the college to supervise the student teaching experience. You will be expected to assume several specific assignments which you and the master teacher will plan in complete detail. These assignments are described on the sheets which follow.

You are to use the "Student Teaching Schedule" form found on the next two pages to provide an accurate record of your teaching assignments and experiences. This form can be used to assist you in scheduling your activities in advance with the cooperation of the master teacher and the consultation of your college supervisor if needed.

The number of vocational shop and classroom visitations made by the college supervisor will be at his/her discretion and may v ary according to the needs and progress of the student teacher. All visitations will be arranged by the college supervisor in consultation with the master teacher and the student teacher.

The student teacher should be phased in gradually to the teaching responsibilities and should be totally responsible for his/her classes for at least one-third of the student teaching experience. The student teaching experience is not limited only to the assignments contained in this manual. Any other assignments that the master teacher deems necessary should be included in the student teaching experience.

At the end of your student teaching experience, you will be required to compile a final report consisting of all the assignment sheets and eight lesson plans together with their respective instructional sheets. Although you are required to prepare lesson plans for each lesson that you are assigned to present, you are only required to hand in four information and four skill lessons together with their respective instructional sheets and your final report.

Two samples of the lesson plan format appear in Appendix A. Choose one of these formats for your lesson plans. Samples of the instructional sheets are found in Appendix B and a sample of the instrument that will be used to evaluate your lesson presentation is found in Appendix C.

The final grade will be determined by the master teacher's evaluation of your student teaching and the completed final report.

Assignment Sheet #1
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DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

STUDENT TEACHING SCHEDULE

No.		Date Completed	Preparation Time
1.	Meet with the Master Teacher and clarify the following points:		
	- Routine and Discipline		
	- Equipment and Physical Conditions		
	- Care of Tools, Stock and Supplies		
	- Budgeting and Purchasing Procedures		
	- Safety and Hygiene		
	- Shop Records and Reports		
	- Selection and Organization of Subject Matter and Shop Jobs or Projects		
2.	Meeting with the School Principal and/or the Vocational Director		
3.	Meeting with the Counselor		
4.	Meeting other School Staff		
5.	Visit to two Vocational Programs		
6.	Two Group Discussions with Other Student Teachers		
7.	Bulletin Boards and Shop Posters		
8.	Faculty Meeting(s)		
9.	Advisory Committee Meeting(s)		

STUDENT TEACHING SCHEDULE (CONT'D)

No.		Date Completed	Preparation Time
10.	Information Lesson #1 (lecture)		
11.	Skill Lesson #1 (demonstration)		
12.	Information Lesson #2 (lecture)		
13.	Skill Lesson #2 (demonstration)		
14.	Information Lesson #3 (lecture)		
15.	Skill Lesson #3 (demonstration)		
16.	Information Lesson #4 (lecture)		
17.	Skill Lesson #4 (demonstration)		
18.	Training Aid #1 (chart or graph)		
19.	Training Aid #2 (transparencies)		
20.	Training Aid #3 (selection of training aid)		
21.	Training Aid #4 (student choice)		
22.	Quiz #1 - (10 matching items)		
23.	Quiz #2 - (10 multiple choice items)		
24.	Quiz #3 - (10 recall items)		
25.	Assessing Students' Skills (projects or jobs)		
26.	Field Trip		
27.	Guest Speaker		
28.	Open House		
29.	Student Organizations		
30.	Problems and Resources Exercise		

Assignment Sheet #2
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DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Routine and Discipline

The following questions are to be answered after discussing them with the master teacher.

1. How do you verify that the school is closed because of some emergency (snow storm)?

2. How do you report an emergency that will keep you from attending school?

3. How many different classes does the vocational-technical teacher have? How many students are in each class?

4. How is attendance taken and what are the recording procedures? To whom are absenteeism and tardiness reported, and when?

Routine and Discipline (Cont'd)

5. What are the procedures to follow for completing a report card and what information is contained in it?

6. What deadlines and reports must be met by the vocational-technical teacher during the year?

7. With whom does the vocational-technical teacher associate directly with in order to carry out his duties?

8. How many job related meetings does the vocational-technical teacher have to attend per month and what are the natures of these meetings?

9. What type of public relations is expected from the vocational-technical teacher? What are the shop promotional activities?

Routine and Discipline (Cont'd)

10. With the help of the master teacher, draw an organizational chart.

11. What are some of the "don'ts" that you should be aware of?

12. What procedure is to be followed in case of discipline problems?

13. What are the master teacher's supervisory duties when his/her students are out of the shop but within the school?

14. Ask the master teacher for the faculty handbook. Examine it then describe the type of material that is contained in it.

Rules and Discipline (Cont'd)

15. What type of duplicating facilities are available to the vocational-technical teacher?

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Equipment and Physical Conditions

The following questions are to be answered after discussing them with the master teacher.

1. What is the procedure for maintenance, repair and housekeeping of the equipment and machinery?

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2. What are the regulatory rules for using the heavy equipment and machinery?

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3. What is the procedure to report an adequacy of temperature, ventilation and/or lighting?

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Assignment Sheet #4
Page 1 of 1

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DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Care of Tools, Stock and Supplies

The following questions are to be answered after discussing them with the master teacher.

1. How are the tools, stock and supplies protected from damage, loss and abuse?

2. What precautions are used to avoid loss of tools and supplies and the waste of materials?

3. What method is used to maintain an inventory of tools, materials and supplies?

4. Who has access to the storage of tools, stock and supplies?

Assignment Sheet #5
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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Budgeting and Purchasing Procedures

The following questions are to be answered after discussing them with the master teacher.

1. What is budgeting and how is it accomplished? What are some of the limitations when budgeting?

2. What are the procedures to purchase machinery, equipment, tools, materials and supplies?

3. How are machines, equipment, tools, materials and supplies selected?

Assignment Sheet #6
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STUDENT:
SCHOOL:
TEACHING AREA:
MASTER TEACHER:
COLLEGE SUPERVISOR:

Safety and Hygiene

The following questions are to be answered after discussing them with the master teacher.

1. What safety rules and regulations have been adopted?

2. How is it determined if a student is permitted to use a given piece of hazardous equipment?

3. What is the procedure employed in case a student is injured in the shop?

4. How many different types of alarm systems are in the shop? What is the significance of each alarm system?

5. In a schematic layout of the school, show the path(s) that your students must follow in case of a fire alarm. Mark with a red pencil the various electrical switches that discontinue the flow of current in your shop and with a green pencil mark where the fire extinguishers are located in your shop.

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Shop Records and Reports

The following questions are to be answered after discussing them with the master teacher.

1. What type of records and reports are kept for each of the students?

2. What other types of records and reports are kept by the vocational-technical teacher?

Assignment Sheet #8
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STATE UNIVERSITY COLLEGE AT UTICA/ROME
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STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Selection and Organization of Subject Matter and Shop Jobs or Projects

The following questions are to be answered after discussing them with the master teacher.

1. How is the material to be taught selected by the master teacher?

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2. What is the procedure that the master teacher used to incorporate or delete materials from his teaching?

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3. What system does the master teacher use to select shop jobs or projects?

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Assignment Sheet #9
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STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Meeting with the School Principal and/or the Vocational Director

The following questions are to be answered after discussing them with the master teacher.

1. What does the principal or vocational director expect of you during your student teaching experience?

2. What does the principal or vocational director expect of his/her vocational technical teachers?

3. What is the principal's or vocational director's stand on student discipline, drugs, family and financial problems?

4. How does the principal or vocational director expect the vocational-technical teacher to establish priorities when working in the annual budget?

Meeting with the School Principal and/or the Vocational Director (Cont'd)

5. What traits does the principal or vocational director look for when selecting a vocational-technical teacher?

6. What professional organizations does the principal or vocational director expect the vocational-technical teacher to belong to:

7. What are the principal's or vocational director's views on student placement?

8. What type of contractual agreement is extended to the teachers? How does the promotion system work?

Assignment Sheet #10
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STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Meeting with the Counselor

The following questions are to be answered after discussing them with the counselor.

1. What type of assistance can the counselor give to the vocational-technical teacher when dealing with the following student problems:

   a. Discipline: ______________________

   b. Career and Education Information: ______________________

   c. Drug Abuse: ______________________

   d. Finances: ______________________

   e. Personal, Family and Social: ______________________

Meeting with the Counselor (Cont'd)

2. How can the counselor assist in redirecting students that have been ill placed in a vocational program?

3. What community agencies does the counselor use in referring students with problems?

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TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Meeting Other School Staff

The following questions are to be answered after discussing them with the other school staff.

1. How does this staff person assist the vocational-technical teacher in carrying out the duties?

2. How do the vocational students in your class benefit from this staff member?

3. Describe the job of this staff member in the school.

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Visit to a Vocational Program

After visiting a vocational program write a short report of your trip. With the assistance of your master teacher, determine what school you should visit, who you should see, what you should look for and what questions you should ask.

REPORT:

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SCHOOL: ______________________

TEACHING AREA: ______________________

MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Visit to a Vocational Program

After visiting a vocational program write a short report of your trip. With the assistance of your master teacher, determine what school you should visit, who you should see, what you should look for and what questions you should ask.

REPORT:

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Group Discussion with Other Student Teachers

After meeting with other student teachers outline the problems and solutions discussed that should assist you in your student teaching experience.

REPORT:

Assignment Sheet #15
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STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Group Discussion with Other Student Teachers

After meeting with other student teachers outline the problems and solutions discussed that should assist you in your student teaching experience.

REPORT:

Assignment Sheet #16
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STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Bulletin Boards and Shop Posters

Early in your student teaching experience you should ask the master teacher for permission to maintain the bulletin board and shop posters. The master teacher should assist you in determining the themes to be presented and how often they should be rotated. After having been in charge of the bulletin boards and shop posters for three weeks, answer the following questions.

1. How many different central themes were presented in your bulletin board? What were these themes all about?

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2. What themes were presented in the shop posters? How many times were these posters changed?

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3. What techniques were used to verify that the students read the bulletin board and shop posters?

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Assignment Sheet #17
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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Faculty Meeting(s)

After attending one or more faculty meetings describe what you learned from it.

REPORT:

Assignment Sheet #18
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STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Advisory Committee Meeting(s)

After attending one or more advisory committee meetings, describe what you learned from it.

REPORT:

Assignment Sheet #19
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VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Information Lesson #1 (lecture)

Prepare a lesson plan and appropriate instructional sheets for an information lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Skill Lesson #1 (demonstration)

Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

Assignment Sheet #21
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STUDENT: ____________________ **SCHOOL:** ____________________

TEACHING AREA: ____________________ **MASTER TEACHER:** ____________________

COLLEGE SUPERVISOR: ____________________

Information Lesson #2 (lecture)

Prepare a lesson plan and appropriate instructional sheets for an information lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Skill Lesson #2 (demonstration)

Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

Assignment Sheet #23
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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Information Lesson #3 (lecture)

Prepare a lesson plan and appropriate instructional sheets for an information lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

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STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Skill Lesson #3 (demonstration)

Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

Assignment Sheet #25
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ____________________ **SCHOOL:** ____________________

TEACHING AREA: ____________________ **MASTER TEACHER:** ____________________

COLLEGE SUPERVISOR: ____________________

Information Lesson #4 (lecture)

Prepare a lesson plan and appropriate instructional sheets for an information lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

Assignment Sheet #26
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Skill Lesson #4 (demonstration)

Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

Assignment Sheet #27
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Training Aid #1 (chart or graph)

1. Construct a chart or graph with you will use as a training aid during one of the assigned lessons which you will teach.
2. Before starting the construction of the training aid, secure the approval of your master teacher. In the space provided below, prepare a brief description of the proposed aid.
3. Proposal:

Approved by:

____

Copy of the Training Aid requested: _____YES _____ NO

APPENDIX A

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

MODEL LESSON PLAN FOR INFORMATION LESSON

Unit: __________
Lesson: __________

CONCEPTS (or principles):

AIM (or purpose):

EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the students):

II. PRESENTATION (of the concepts or principles)

Steps to be followed	Key points (terms or things to remember to say or do)

III. APPLICATION (of concepts or principles under supervision)

IV. CHECKING RESULTS

Suggested Reading or assignments for the students:

Assignment Sheet #28
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Training Aid #2 (transparencies)

1. Construct a set of transparencies which you will use as a training aid during one of the assigned lessons which you will teach.
2. Before starting the construction of the training aid, secure the approval of your master teacher. In the space provided below, prepare a brief description of the proposed aid.
3. Proposal:

Approved by:

____

Copy of the Training Aid requested: _____YES _____NO

Assignment Sheet #29
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Training Aid #3 (Selection of training aid)

1. Select an appropriate movie, film strip, or set of slides that you will use in presenting one of your lessons.

2. Get the approval of your master teacher and make any necessary instructional sheets. In the space provided, prepare a brief description of the film, the type of material you want to put across with it and the necessary instructional sheets.

3. Proposal:

Approved by:

____

Copy of the Training Aid requested: ______YES ______NO

Assignment Sheet #30
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ______________________________ SCHOOL: ______________________________

TEACHING AREA: ________________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Training Aid #4 (student choice)

1. Construct a fourth teaching aid (student choice) which you will use as a training aid during one of the assigned lessons which you will teach.

2. Before starting the construction of the training aid, secure the approval of your master teacher. In the space provided below, prepare a brief description of the proposed aid.

3. Proposal:

Approved by:

____

Copy of the Training Aid requested: _____YES _____NO

Assignment Sheet #31
Page [illegible] of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Quiz #1 - (10 matching items)

1. You are to prepare a ten item matching quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.

2. Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.

3. After doing an item analysis of this quiz answer the following about each item.

    a. What is the difficult factor for each item?

    b. What is the difficult factor for the total quiz?

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DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Quiz #2 - (10 multiple choice items)

1. You are to prepare a ten item multiple choice quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.

2. Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.

3. After doing an item analysis of this quiz answer the following about each item.

   a. What is the difficult factor for each item?

   b. What is the difficult factor for the total quiz?

Assignment Sheet #33
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Quiz #3 - (10 recall items)

1. You are to prepare a ten item recall quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.

2. Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.

3. After doing an item analysis of this quiz answer the following about each item.

    a. What is the difficult factor for each item?

    b. What is the difficult factor for the total quiz?

Assignment Sheet #35
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Assessing Students' Skills (projects or jobs)

You are to assess the skills gained by each of the students in one of your classes. Consult your master teacher for guidance and authorization. After you have graded the progress obtained by each student in his or her project or job, answer the following questions or statements:

1. Describe the type of projects or jobs that your students were working on.

2. What criteria did you have to measure the students' progress and level of achievement?

3. What problems did you encounter in grading the students' progress and level of achievement?

Assignment Sheet #36
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Field Trip

Select a place where you may take one of your classes. Before making the proper arrangements, get the approval of your master teacher. In the space below, prepare a brief description of the company, what you expect the students to gain from the trip and what steps you plan to follow in arranging this trip. Make sure you follow the school's policy regarding field trips and the guidance of your master teacher.

Proposal:

Approved by:

____

Assignment Sheet #37
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Guest Speaker

Select a topic in which you may utilize a guest speaker. Before making the proper arrangements, get the approval of your master teacher. In the space below, prepare a brief description of the topic you want the speaker to address himself/herself. Also list the steps you plan to follow in arranging for this speaker. In making the arrangements, follow the school's policy in this matter and consult with the master teacher for assistance.

Proposal:

Approved by:

____

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT: ____________________

SCHOOL: ____________________

TEACHING AREA: ____________________

MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Open House

Assist your master teacher in making the arrangements for a school open house. In the space below give a brief description of the procedure and your involvement in it.

Description:

Assignment Sheet #39
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - MODULARIZED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ COLLEGE SUPERVISOR: ____________________

Student Organizations

During your student teaching, assist the master teacher or person in charge with the student organization. Then answer the following questions:

1. What are the teacher's responsibilities in the student club?
2. How is the calendar of activities developed? What factors were taken into consideration?
3. What are the duties of the student club's President, Vice-President, Secretary, Treasurer, Parliamentarian, Historian and members?
4. What steps are to be taken in securing a local student organization chapter?

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

Assignment Sheet #40
Page 1 of 1

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Problems and Resources Exercise

In your teaching career, you would be faced with many problems. Some of these problems are listed in the left column of the exercise below. The right column has some of the resources available to you. Place an X in the resource column(s) that you feel you may use in solving each problem.

RESOURCES AVAILABLE TO THE VOCATIONAL TEACHER PROBLEMS FACED BY THE VOCATIONAL TEACHER	In-School Resources									Out-of-School Resources										
	Attendance Officer	Counselor	Director/Assist. Director	Fellow-Student	Fellow-Teacher	Job Placement Director	Principal/Assist. Princ.	School Nurse	Special Education Coord.	Advisory Committee	Business Person	Church Organization	County Sheriff/Police	Family Counseling Center	Fraternal Organizations	Halfway Houses & Clinics	Juvenile Officers	Social Workers	State Department of Education	Youth Center Personnel
Career Information																				
Classroom Discipline																				
Communicable Diseases																				
Drug Usage																				
Educational Information																				
Emotional																				
Family/Marital																				
Financial																				
Job Development and Placement																				
Motivational																				
Personal/Social																				
Physiological																				
Potential Dropout																				
Potential Runaway																				
Pregnancy																				
Transportation																				
Under-achievers																				
Vandalism																				

APPENDICES

APPENDIX A

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 492 - SUPERVISED STUDENT TEACHING

MODEL LESSON PLAN FOR SKILL LESSON

Unit: ____________
Lesson: ____________

JOB (or operation):

AIM (or purpose):

TOOLS AND EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the students)

II. PRESENTATION (of the skills):

Operations or Steps	Key Points (things to remember to do or say)

III. APPLICATION (practice by student under close supervision):

IV. TEST (performance of skill to acceptable standards):

Suggested Reading for the students:

Pages 50 and 51 contained copyrighted material (lesson plans) from the Teacher's Manual--Sheet Metal Series (Delmar Publishers, Inc.) and were therefore removed.

APPENDIX B

SAMPLE JOB SHEET ONE

JOB TITLE: Bench Plate — Job Sheet #6

COURSE TITLE: Machine Shop Practice — Page 1 of 1 Page

BLUEPRINT: #9

TOOLS AND EQUIPMENT:

- Shaper
- Shaper tool holder
- Tool bit
- Micrometers
- Brass hammer
- Parallels
- Mill file

MATERIAL:

3 1/4" x 6 1/4" x 12 1/4" cast iron

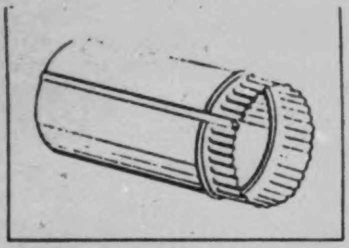
PROCEDURE:

1. Check machine for proper running condition.
2. Grind tool bit for roughing cast iron (round nose).
3. Clamp work in shaper vise flat side down and parallel to ram travel.
4. Adjust stroke of shaper to proper length.
5. Take rough and finish cut on surface.
6. Repeat for opposite side leaving .012" to .015" grinding stock.
7. Finish all four edges to dimensions plus .010".
8. Remove from shaper vise and break all edges lightly with file.
9. Check all dimensions for accuracy.
10. Route to surface grinder (See Job Sheet #7).

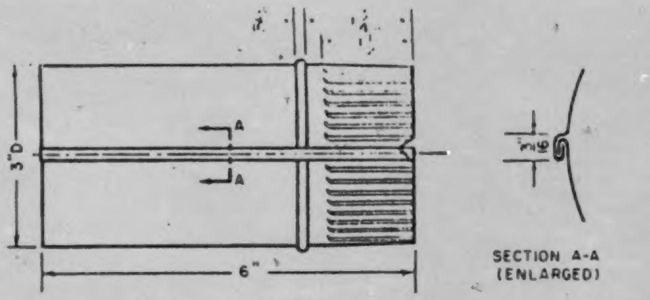
SAMPLE JOB SHEET TWO

SHEET METAL WORK Unit 1SM 15 JOB SHEET SERIES

ROUND PIPE



SCALE ½:1"



SECTION A-A
(ENLARGED)

MATERIALS AND SUPPLIES

Black Iron 28 gage 6¼" x 10¼"

TOOLS AND EQUIPMENT

Scale
Straight Edge
Flat Steel Square
Scratch Awl
Prick Punch
Hammer
Combination Snips
Hand Groover
Mallet
Bar Folder
Slip Roll Forming Machine
Solid Mandrel Stake
Beading Machine
Crimping Machine

	BOOK	REFERENCE	UNITS
1. Select the stock as specified.	Hand	1SM-T1	1SM-P1
2. Lay out the pattern for the pipe on the metal.	M&L M&L	1SM-T5 1SM-T3	1SM-P5 1SM-P3
3. Lay out the allowances for the grooved seam.	M&L M&L	1SM-T6 1SM-T3	1SM-P6 1SM-P3

4. Check the pattern for accuracy.	M&L	1SM-T1	1SM-P1
➡ 5. Cut out and notch the metal with combination snips.	Hand	1SM-T4	1SM-P4
6. Bend the folds for the grooved seam in the bar folder.	Mach.	1SM-T1	1SM-P1

SAMPLE OPERATION SHEET ONE

HOW TO: Chip with a Cold Chisel	Operation Sheet #18
COURSE TITLE: Beginning Machine Shop Practice	Page 1 of 1 Page

INTRODUCTION:

Chipping is the process of removing metal by means of a cold chisel and hammer. The use of the shaper, milling machine, and planer are more efficient methods of removing metal accurately and rapidly, but the use of a chisel is necessary on many jobs where accuracy is not important and only a small amount of metal is to be removed.

TOOLS AND EQUIPMENT:

Cold chisel
Machinist's vise
Machinist's hammer
Goggles

PROCEDURE:

1. Mount the work firmly in the vise, use soft copper jaws if the work has finished surfaces.
2. Hold the chisel with the thumb and fingers of the left hand, so that the head end extends above the hand.
3. Place the cutting edge of the chisel on the surface of the job where the cut is to be made. The chisel should be held at a cutting angle of approximately 45 degrees.
4. Grasp the hammer near the end of the handle so that it can be swung with an easy forearm movement.
5. Strike the head of the chisel with a firm sharp blow.
6. Reset the cutting edge of the chisel on the work and repeat the above steps.

SAFETY PRECAUTIONS:

1. Goggles should be worn during the chipping process.
2. Make sure that the chisel head is not "mushroomed," as particles may break off and cause a personal injury.

SAMPLE OPERATION SHEET TWO

COVERING STEP 5 OF PRECEDING JOB SHEET TWO

HAND PROCESSES Unit 15M-P4 FUNDAMENTAL PROCESS SERIES

HOW TO USE HAND SNIPS

OBJECTIVES OF UNIT

① To explain how to make straight cuts with straight, combination, or bulldog snips.

② To explain how to notch metal.

TOOLS AND EQUIPMENT

Straight Snips
Combination Snips
Bulldog Snips
Circular Snips
Aviation Snips, left and right hand

Trojan Snips
Compound Lever Shears
Hawk's-Bill Snips
Open End Wrench
Hammer, Chisel, Lead Cake

A. MAKING STRAIGHT CUTS WITH STRAIGHT SNIPS, COMBINATION SNIPS OR BULLDOG SNIPS

1. Select the proper snips.

   NOTE: For mild steel 22 gage and lighter, use either straight or combination snips. For 16 to 20 gage mild steel, use bulldog snips.

2. Inspect the snips to see that they are properly adjusted.

   NOTE: If adjustment is necessary, refer to "Oiling and Adjusting Snips".

3. Grasp the snips in the right hand and the narrowest part of the sheet in left hand. (Fig.2).

   NOTE: Rest the snips and sheet on bench if necessary.

4. Open the blades of the snips as far as conveniently possible and start the cut at the edge of the sheet.

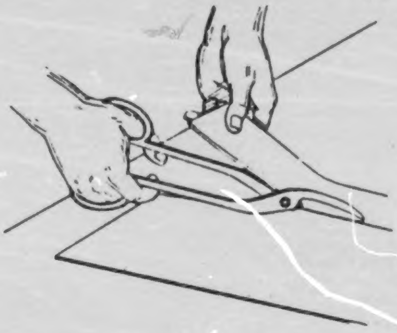


FIG 2 MAKING A STRAIGHT CUT

   NOTE: The snips should always be held at right angles to the sheet to be cut.

5. Cut the sheet by closing the blades just short of the full length to prevent leaving jagged edges. (Fig. 2).

   NOTE: The length of each cut will be determined somewhat by the gage of the sheet.

6. Start the snips at the extreme end of the preceding cut.

7. Finish the cut, keeping the snips on the line by changing the direction of the snips if necessary.

APPENDIX B

SAMPLE INFORMATION SHEET ONE

TITLE: Safety Precautions in Mixing Paints Information Sheet #16

COURSE TITLE: Interior Decorating Page 1 of 1 Page

The painter must exercise great care in mixing and applying paints containing lead and zinc pigments which may produce lead or zinc poisoning, resulting in skin disease, general discomfort, crippling, and sometimes fatal affliction. The most common symptoms are anemia, upset stomach condition, colic pains, blue line on gums, and wrist drop.

Benzol fumes may produce a "benzine jag" or dizziness and may ultimately result in permanet damage to the eyesight.

Benzol poisoning is the result of the hands or other parts of the body coming in contact with benzol.

Turpentine fumes nauseate some painters and are harmful to the kidneys. Turpentine coming in contact with the skin may result in painful but curable cracking and blistering.

Wood alcohol fumes are exceedingly destructive, especially to the eyes.

Always use rubber gloves when mixing or applying acid. Keep the hands wet when using hydrochloric acid. Always provide the best possible ventilation in working with hydrochloric (muriatic) acid. The first effect of muriatic acid fumes is nose bleeding. The cumulative result is hardening of the arteries.

The following suggestions are given as precautions to be observed in mixing or applying paint. Keep the hand out of paint; wear gloves; thoroughly cleanse the hands with soap and running water before eating; take a hot shower after work hours; remove paint from under and around finger nails; frequently change to clean overalls, keep thinners from coming in contact with the skin; never use thinners to remove paint from the skin; provide ample ventilation when mixing or painting indoors, and above all, see a doctor immediately upon the first appearance of any symptoms. Remember, your health, wealth, future, and family are at stake.

Great care must be exercised in the storage of oils, paints, thinners, gasoline, kerosene, alcohol, etc., to prevent the danger of fire. Inflammable materials should be kept in sealed cans at all times. All paint cans should be covered at night. Oily rags should be gathered up and properly disposed of at the close of the day. Too much emphasis cannot be given to the importance of care of using inflammable materials near an open flame or while smoking. Burlap, excelsior, rags, mops, and waste saturated with oils, stains, paints, etc., when placed in a pile or kept in a closed room will sometimes ignite. Spontaneous combustion results in the loss of money, time, and sometimes life.

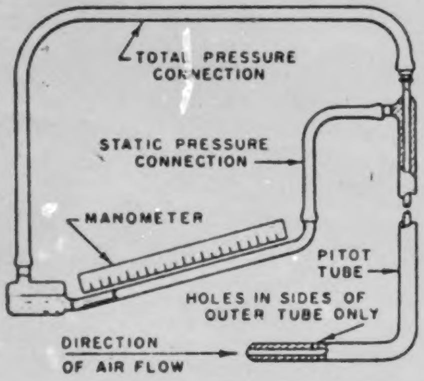
APPENDIX B

SAMPLE INFORMATION SHEET TWO

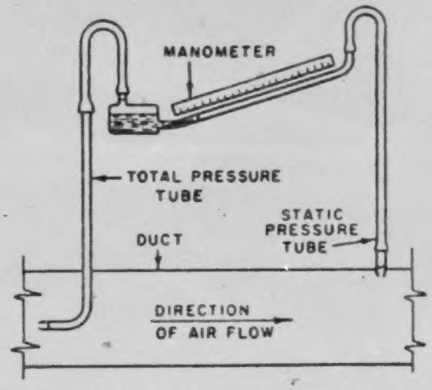
TOTAL PRESSURE

When air is moving, it creates greater pressure than when standing still. If the manometer leg were placed so that the flow of air through the duct were directly against the instrument, the pressure would be greater than the static pressure alone. This additional pressure is called velocity pressure, and the total pressure is made up of both the static and velocity pressures.

Instead of measuring the static and velocity pressures directly, an instrument called the Pitot tube measures the total pressure and the static pressure. Velocity pressure, then, is obtained by subtracting static from total.


TOTAL PRESSURE CONNECTION
STATIC PRESSURE CONNECTION
MANOMETER
PITOT TUBE
HOLES IN SIDES OF OUTER TUBE ONLY
DIRECTION OF AIR FLOW

CONNECTION FOR TOTAL PRESSURE ALONE


MANOMETER
TOTAL PRESSURE TUBE
STATIC PRESSURE TUBE
DUCT
DIRECTION OF AIR FLOW

CONNECTION FOR STATIC PRESSURE ALONE

If static pressure alone is to be measured, the total pressure tube of the Pitot is disconnected and the static pressure tube is connected to the cup of the manometer. On the other hand, if a measurement of total pressure alone is desired, the static pressure tube is disconnected from the manometer. Connected in this way, the total pressure will be indicated on the gauge.

FRICTION LOSS

As air flows through the duct, some pressure is lost due to friction of the air against the sides of the duct. This friction loss, as it is called, increases with an increase of air flow.

Pressure losses, which are always present in any duct system, are increased by the following conditions:

1. High air velocities
2. Small diameter ducts
3. Large air flow
4. Long lengths of ducts
5. Changes in direction of air flow
6. Sudden contractions or expansions in air stream

The preceding concepts will be applied in two methods of duct sizing to be discussed later in this unit.

APPENDIX B

SAMPLE ASSIGNMENT SHEET

TITLE: Lathe Cutting Tools Assignment Sheet #4

COURSE TITLE Beginning Machine Shop Practice

PURPOSE:

1. To become familiar with the shapes of the commonly used lathe cutting tools.
2. To learn the correct procedure to follow in grinding lathe cutting tools.
3. To learn the names, uses, and values of the various angles of a cutting tool.

REFERENCES: Wagner and Arthur, Machine Shop Theory and Practice. pp. 74-81.

South Bend Lathe Works, How To Run A Lathe, Chapter IV.

ASSIGNMENT: Carefully study the references and write the answers to the following questions:

1. Describe the steel that is generally used in the making of lathe tools. ____

____

____

2. When and why are carbide cutting tools used? __________

____

____

____

____

3. Define the term "rake" as applied to lathe cutting tools.

____

____

____

____

____

4. How should the cutting tool be held during the grinding operation--in the hand or in the tool holder? Why? ______________________

____

____

____

5. What precautions must be taken when grinding a lathe cutting tool? ____

____

____

____

6. In the space below draw a top, side, and end view sketch of (a) a right-hand roughing tool, (b) a left-hand roughing tool, (c) a finishing tool, (d) a facing tool, (e) a V-Thread tool, and (f) a cut-off tool.

APPENDIX C

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

STUDENT: ______________________ TYPE OF LESSON: ______________________

EVALUATED BY: ______________________ TITLE OF THE LESSON: ______________________

LESSON EVALUATION

	LEVEL OF PERFORMANCE					
	NOT APPLIC.	VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT
1. The physical environment was reasonably comfortable.						
2. The physical setting for the lesson was as close close to reality as possible.						
3. All tools, materials, supplies and visuals were organized and at hand when the teacher needed them.						
4. All tools, materials, supplies and visuals were in good condition.						
5. The teacher introduced the lesson well.						
6. The teacher provided explanations of: a. What was going to be presented or demonstrated.						
b. How it fit in with what the class already knew or had experienced.						
c. How it fit in with future activities.						
7. The teacher defined any new terms which would be encounted during the lesson.						
8. The teacher motivated the class to want to learn the new materials.						
9. Each step necessary to the demonstration or steps listed in the lesson plan were followed.						
10. Each step was explained as it was demonstrated.						
11. Key points or specific techniques essential to perform each step were explained.						

APPENDIX C

LESSON EVALUATION (CONT'D)

12. Safety practices specific to the operation were explained.						
13. If a step involved small parts or intricate processes, the teacher used visuals for clarification.						
14. If a step was time-consuming, the teacher had completed the step ahead of time.						
15. The procedure followed for the operation was the one most used in the field.						
16. The steps were presented slowly enough that students did not miss key points.						
17. Every movement in the demonstration was visible.						
18. If direction of movement was of special importance, students were positioned accordingly.						
19. The teacher could be clearly heard.						
20. The teacher talked to the students, and not to the materials.						
21. The teacher performed the lesson with ease.						
22. The teacher set up standards of workmanship by doing a thorough job.						
23. The teacher encouraged questions.						
24. The teacher asked key questions throughout to assure that the students understood the lesson.						
25. The teacher included some activity to summarize the steps and key points.						
26. The lesson lasted the time allocated.						

NOTE: The student must be assisted by his/her supervisor until he/she receives NOT APPLICABLE, AVERAGE, GOOD or EXCELLENT responses in each of the items contained in the Lesson Evaluation Sheet.

STATE UNIVERSITY COLLEGE AT UTICA/ROME
811 COURT STREET
UTICA, NEW YORK 13502

VTE-468
MODULARIZED PRE-SERVICE STUDENT TEACHING

DIRECTIONS AND ASSIGNMENTS

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

DIRECTIONS

You will be expected to demonstrate your instructional abilities as a vocational-technical instructor during this experience in student teaching. The activities that are a requirement of student teaching will take place in a vocational or technical program under the guidance and supervision of a master teacher from the cooperating institution and the faculty member designated by the college to supervise the student teaching experience. You will be expected to assume several specific assignments which you and the master teacher will plan in complete detail. These assignments are described on the sheets which follow.

You are to use the "Student Teaching Schedule" form found on the next two pages to provide an accurate record of your teaching assignments and experiences. This form can be used to assist you in scheduling your activities in advance with the cooperation of the master teacher and the consultation of your college supervisor if needed.

The number of vocational shop and classroom visitations made by the college supervisor will be at his/her discretion and may vary according to the needs and progress of the student teacher. All visitations will be arranged by the college supervisor in consultation with the master teacher and the student teacher.

The student teacher should be phased in gradually to the teaching responsibilities and should be totally responsible for his/her classes for at least one-third of the student teaching experience. The student teaching experience is not limited only to the assignments contained in this manual. Any other assignments that the master teacher deems necessary should be included in the student teaching experience.

At the end of your student teaching experience, you will be required to compile a final report consisting of all the assignment sheets and six lesson plans together with their respective instructional sheets. Although you are required to prepare lesson plans for each lesson that you are assigned to present, you are only required to hand in three information and three skill lessons together with their respective instructional sheets and your final report.

Two samples of the lesson plan format appear in Appendix A. Choose one of these formats for your lesson plans. Samples of the instructional sheets are found in Appendix B and a sample of the instrument that will be used to evaluate your lesson presentation is found in Appendix C.

The final grade will be determined by the master teacher's evaluation of your student teaching and the completed final report.

Assignment Sheet #1
Page 1 of 2

STATE UNIVERSITY COLLEGE AT UTICA/ROME
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VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

STUDENT TEACHING SCHEDULE

No.		DATE COMPLETED	PREPARATION TIME
1.	Meet with the Master Teacher and clarify the following points:		
	- Routine and Discipline		
	- Equipment and Physical Conditions		
	- Care of Tools, Stock and Supplies		
	- Budgeting and Purchasing Procedures		
	- Safety and Hygiene		
	- Shop Records and Reports		
2.	Meeting with the School Principal and/or the Vocational Director		
3.	Meeting with the Counselor		
4.	Information Lesson #1 (lecture)		
5.	Skill Lesson #1 (demonstration)		
6.	Information Lesson #2 (lecture)		
7.	Skill Lesson #2 (demonstration)		
8.	Information Lesson #3 (lecture)		
9.	Skill Lesson #3 (demonstration)		
10.	Training Aid #1 (chart or graph)		
11.	Training Aid #2 (transparencies)		
12.	Training Aid #3 (student choice)		

STUDENT TEACHING SCHEDULE (CONT'D)

No.		DATE COMPLETED	PREPARATION TIME
13.	Quiz #1 - (10 matching items)		
14.	Quiz #2 - (10 multiple choice items)		
15.	Assessing Students' Skills (projects or jobs)		
16.	Guest Speaker		
17.	Problems and Resources Exercise		

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TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Routine and Discipline

The following questions are to be answered after discussing them with the master teacher.

1. How do you verify that the school is closed because of some emergency (snow storm)?

2. How do you report an emergency that will keep you from attending school?

3. How many different classes does the vocational-technical teacher have? How many students are in each class?

4. How is attendance taken and what are the recording procedures? To whom are absenteeism and tardiness reported, and when?

Routine and Discipline (Cont'd)

5. What are the procedures to follow for completing a report card and what information is contained in it?

6. What deadlines and reports must be met by the vocational-technical teacher during the year?

7. With whom does the vocational-technical teacher associate directly with in order to carry out his duties?

8. How many job related meetings does the vocational-technical teacher have to attend per month, and what are the natures of these meetings?

9. What type of public relations is expected from the vocational-technical teacher, and what are the shop promotional activities?

Routine and Discipline (Cont'd)

10. With the help of the master teacher, draw an organizational chart.

11. What are some of the "don'ts" that you should be aware of?

12. What procedure is to be followed in case of discipline problems?

13. What are the master teacher's supervisory duties when his/her students are out of the shop but within the school?

14. Ask the master teacher for the faculty handbook. Examine it then describe the type of material that is contained in it.

Rules and Discipline (Cont'd)

15. What type of duplicating facilities are available to the vocational-technical teacher?

Assignment Sheet #3
Page 1 of 1

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Equipment and Physical Conditions

The following questions are to be answered after discussing them with the master teacher.

1. What is the procedure for maintenance, repair and housekeeping of the equipment and machinery?

2. What are the regulatory rules for using the heavy equipment and machinery?

3. What is the procedure to report in adequacy of temperature, ventilation and/or lighting?

Assignment Sheet #4
Page 1 of 1

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Care of Tools, Stock and Supplies

The following questions are to be answered after discussing them with the master teacher.

1. How are the tools, stock and supplies protected from damage, loss and abuse?

2. What precautions are used to avoid loss of tools and supplies and the waste of materials?

3. What method is used to maintain an inventory of tools, materials and supplies?

4. Who has access to the storage of tools, stock and supplies?

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TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Budgeting and Purchasing Procedures

The following questions are to be answered after discussing them with the master teacher.

1. What is budgeting and how is it accomplished? What are some of the limitations when budgeting?

2. What are the procedures to purchase machinery, equipment, tools, materials and supplies?

3. How are machines, equipment, tools, materials and supplies selected?

Assignment Sheet #6
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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Safety and Hygiene

The following questions are to be answered after discussing them with the master teacher.

1. What safety rules and regulations have been adopted?

2. How is it determined if a student is permitted to use a given peice of hazardous equipment?

3. What is the procedure employed in case a student is injured in the shop?

4. How many different types of alarm systems are in the shop? What is the significance of each alarm system?

5. In a schematic layout of the school, show the path(s) that your students must follow in case of a fire alarm. Mark with a red pencil the various electrical switches that discontinue the flow of current in your shop and with a green pencil mark where the fire extinguishers are located in your shop.

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Shop Records and Reports

The following questions are to be answered after discussing them with the master teacher.

1. What type of records and reports are kept for each of the students?

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2. What other types of records and reports are kept by the vocational-technical teacher?

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Assignment Sheet #8
Page 1 of 2

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Meeting with the School Principal and/or the Vocational Director

The following questions are to be answered after discussing them with the master teacher.

1. What does the principal or vocational director expect of you during your student teaching experience?

2. What does the principal or vocational director expect of his/her vocational technical teachers?

3. What is the principal's or vocational director's stand on student discipline, durgs, family and financial problems?

4. How does the principal or vocational director expect the vocational-technical teacher to establish priorities when working in the annual budget?

Meeting with the School Principal and/or the Vocational Director (Cont'd)

5. What traits does the principal or vocational director look for when selecting a vocational-technical teacher?

6. What professional organizations does the principal or vocational director expect the vocational-technical teacher to belong to:

7. What are the principal's or vocational director's views on student placement?

8. What type of contractual agreement is extended to the teachers? How does the promotion system work?

Assignment Sheet #9
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TEACHING AREA: ____________________ MASTER TEACHER: ____________________
COLLEGE SUPERVISOR: ____________________

Meeting with the Counselor

The following questions are to be answered after discussing them with the counselor.

1. What type of assistance can the counselor give to the vocational-technical teacher when dealing with the following student problems:

   a. Discipline: ____________________

   b. Career and Education Information: ____________________

   c. Drug Abuse: ____________________

   d. Finances: ____________________

   e. Personal, Family and Social: ____________________

Assignment Sheet #9
Page 2 of 2

Meeting with the Counselor (Cont'd)

2. How can the counselor assist in redirecting students that have been ill placed in a vocational program?

3. What community agencies does the counselor use in referring students with problems?

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Information Lesson #1 (lecture)

Prepare a lesson plan and appropriate instructional sheets for an information lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

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2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

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3. How did the improvements suggested by your master teacher help you in this lesson?

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STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Skill Lesson #1 (demonstration)

Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

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2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

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3. How did the improvements suggested by your master teacher help you in this lesson?

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Assignment Sheet #12
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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Information Lesson #2 (lecture)

Prepare a lesson plan and appropriate instructional sheets for an information lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

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TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Skill Lesson #2 (demonstration)

Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

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2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

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3. How did the improvements suggested by your master teacher help you in this lesson?

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STUDENT: ______________________ SCHOOL: ______________________

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COLLEGE SUPERVISOR: ______________________

Information Lesson #3 (lecture)

Prepare a lesson plan and appropriate instructional sheets for an information lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

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2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

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3. How did the improvements suggested by your master teacher help you in this lesson?

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Assignment Sheet #15
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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Skill Lesson #3 (demonstration)

Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:

1. What were some of the difficulties that you encountered in presenting the lesson?

2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

3. How did the improvements suggested by your master teacher help you in this lesson?

Assignment Sheet #16
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TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Training Aid #1 (chart or graph)

1. Construct a chart or graph with you will use as a training aid during one of the assigned lessons which you will teach.
2. Before starting the construction of the training aid, secure the approval of your master teacher. In the space provided below, prepare a brief description of the proposed aid.
3. Proposal:

Approved by:

____

Copy of the Training Aid requested: _____ YES _____ NO

Assignment Sheet #17
Page 1 of 1

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TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Training Aid #2 (transparencies)

1. Construct a set of transparencies which you will use as a training aid during one of the assigned lessons which you will teach.
2. Before starting the construction of the training aid, secure the approval of your master teacher. In the space provided below, prepare a brief description of the proposed aid.
3. Proposal:

Approved by:

____

Copy of the Training Aid requested: _____YES _____NO

Assignment Sheet #18
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TEACHING AREA: ______________________ MASTER TEACHER: ______________________

COLLEGE SUPERVISOR: ______________________

Training Aid #3 (student choice)

1. Construct a fourth teaching aid (student choice) which you will use as a training aid during one of the assigned lessons which you will teach.
2. Before starting the construction of the training aid, secure the approval of your master teacher. In the space provided below, prepare a brief description of the proposed aid.
3. Proposal:

Approved by:

____

Copy of the Training Aid requested: _____YES _____NO

Assignment Sheet #19
Page 1 of 1

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TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Quiz #1 - (10 matching items)

1. You are to prepare a ten item matching quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.
2. Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.
3. After doing an item analysis of this quiz answer the following about each item.
   a. What is the difficult factor for each item?
   b. What is the difficult factor for the total quiz?

Assignment Sheet #20
Page 1 of 1

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COLLEGE SUPERVISOR: ______________________

Quiz #2 - (10 multiple choice items)

1. You are to prepare a ten item multiple choice quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.

2. Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.

3. After doing an item analysis of this quiz answer the following about each item.

   a. What is the difficult factor for each item?

   b. What is the difficult factor for the total quiz?

Assignment Sheet #21
Page 1 of 1

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Assessing Students' Skills (projects or jobs)

You are to assess the skills gained by each of the students in one of your classes. Consult your master teacher for guidance and authorization. After you have graded the progress obtained by each student in his or her project or job, answer the following questions or statements:

1. Describe the type of projects or jobs that your students were working on.

2. What criteria did you have to measure the students' progress and level of achievement?

3. What problems did you encounter in grading the students' progress and level of achievement?

Assignment Sheet #22
Page 1 of 1

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STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Guest Speaker

Select a topic in which you may utilize a guest speaker. Before making the proper arrangements, get the approval of your master teacher. In the space below, prepare a brief description of the topic you want the speaker to address himself/herself. Also list the steps you plan to follow in arranging for this speaker. In making the arrangements, follow the school's policy in this matter and consult with the master teacher for assistance.

Proposal:

Approved by:

____

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Assignment Sheet #23
Page 1 of 1

STUDENT: ____________________

SCHOOL: ____________________

TEACHING AREA: ____________________

MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Problems and Resources Exercise:

In your teaching career, you would be faced with many problems. Some of these problems are listed in the left column of the exercise below. The right column has some of the resources available to you. Place an X in the resource column(s) that you feel you may use in solving each problem.

RESOURCES AVAILABLE TO THE VOCATIONAL TEACHER	In-School Resources									Out-of-School Resources										
PROBLEMS FACED BY THE VOCATIONAL TEACHER	Attendance Officer	Counselor	Director/Assist. Director	Fellow-Student	Fellow-Teacher	Job Placement Director	Principal/Assist. Princ.	School Nurse	Special Education Coord.	Advisory Committee	Business Person	Church Organization	County Sheriff/Police	Family Counseling Center	Fraternal Organizations	Halfway Houses & Clinics	Juvenile Officers	Social Workers	State Department of Education	Youth Center Personnel
Career Information																				
Classroom Discipline																				
Communicable Diseases																				
Drug Usage																				
Educational Information																				
Emotional																				
Family/Marital																				
Financial																				
Job Development and Placement																				
Motivational																				
Personal/Social																				
Physiological																				
Potential Dropout																				
Potential Runaway																				
Pregnancy																				
Transportation																				
Under-achievers																				
Vandalism																				

APPENDICES

Pages 32 and 33 contained copyrighted material (lesson plans) from the Teacher's Manual--Sheet Metal Series (Delmar Publishers, Inc.) and were therefore removed.

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MODEL LESSON PLAN FOR SKILL LESSON

Unit:____________
Lesson:___________

JOB (or operation):

AIM (or purpose):

TOOLS AND EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the students)

II. PRESENTATION (of the skills):

Operations or Steps	Key Points (things to remember to do or say)

III. APPLICATION (practice by student under close supervision):

IV. TEST (performance of skill to acceptable standards):

Suggested Reading for the students:

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
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MODEL LESSON PLAN FOR INFORMATION LESSON

Unit: ____________
Lesson: __________

CONCEPTS (or principles):

AIM (or purpose):

EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the students):

II. PRESENTATION (of the concepts or principles)

Steps to be followed	Key points (terms or things to remember to say or do)

III. APPLICATION (of concepts or principles under supervision)

IV. CHECKING RESULTS

Suggested Reading or assignments for the students:

APPENDIX B

SAMPLE JOB SHEET ONE

JOB TITLE: Bench Plate

Job Sheet #6

COURSE TITLE: Machine Shop Practice

Page 1 of 1 Page

BLUEPRINT: #9

TOOLS AND EQUIPMENT:

- Shaper
- Shaper tool holder
- Tool bit
- Micrometers
- Brass hammer
- Parallels
- Mill file

MATERIAL:

3 1/4" x 6 1/4" x 12 1/4" cast iron

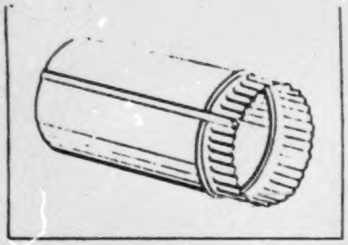
PROCEDURE:

1. Check machine for proper running condition.
2. Grind tool bit for roughing cast iron (round nose).
3. Clamp work in shaper vise flat side down and parallel to ram travel.
4. Adjust stroke of shaper to proper length.
5. Take rough and finish cut on surface.
6. Repeat for opposite side leaving .012" to .015" grinding stock.
7. Finish all four edges to dimensions plus .010".
8. Remove from shaper vise and break all edges lightly with file.
9. Check all dimensions for accuracy.
10. Route to surface grinder (See Job Sheet #7).

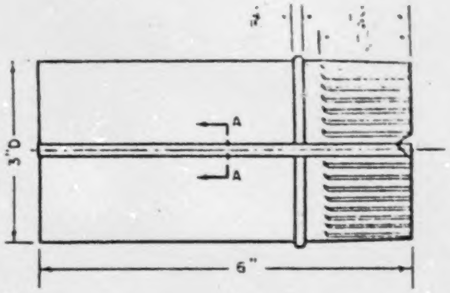
SAMPLE JOB SHEET TWO

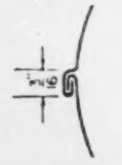
SHEET METAL WORK Unit 1SM 15 JOB SHEET SERIES

ROUND PIPE



SCALE $\frac{1}{2}" = 1"$





SECTION A-A
(ENLARGED)

MATERIALS AND SUPPLIES

Black Iron 28 gage $6\frac{1}{4}" \times 10\frac{1}{4}"$

TOOLS AND EQUIPMENT

Scale		Bar Folder
Straight Edge	Hammer	Slip Roll Forming Machine
Flat Steel Square	Combination Snips	Solid Mandrel Stake
Scratch Awl	Hand Groover	Beading Machine
Prick Punch	Mallet	Crimping Machine

	BOOK	REFERENCE UNITS	
1. Select the stock as specified.	Hand	1SM-T1	1SM-P1
2. Lay out the pattern for the pipe on the metal.	M&L M&L	1SM-T5 1SM-T3	1SM-P5 1SM-P3
3. Lay out the allowances for the grooved seam.	M&L M&L	1SM-T6 1SM-T3	1SM-P6 1SM-P3

4. Check the pattern for accuracy.	M&L	1SM-T1	1SM-P1
➧ ⑤ Cut out and notch the metal with combination snips.	Hand	1SM-T4	1SM-P4
6. Bend the folds for the grooved seam in the bar folder.	Mach.	1SM-T1	1SM-P1

SAMPLE OPERATION SHEET ONE

HOW TO: Chip with a Cold Chisel — Operation Sheet #18

COURSE TITLE: Beginning Machine Shop Practice — Page 1 of 1 Page

INTRODUCTION:

Chipping is the process of removing metal by means of a cold chisel and hammer. The use of the shaper, milling machine, and planer are more efficient methods of removing metal accurately and rapidly, but the use of a chisel is necessary on many jobs where accuracy is not important and only a small amount of metal is to be removed.

TOOLS AND EQUIPMENT:

Cold chisel
Machinist's vise
Machinist's hammer
Goggles

PROCEDURE:

1. Mount the work firmly in the vise, use soft copper jaws if the work has finished surfaces.
2. Hold the chisel with the thumb and fingers of the left hand, so that the head end extends above the hand.
3. Place the cutting edge of the chisel on the surface of the job where the cut is to be made. The chisel should be held at a cutting angle of approximately 45 degrees.
4. Grasp the hammer near the end of the handle so that it can be swung with an easy forearm movement.
5. Strike the head of the chisel with a firm sharp blow.
6. Reset the cutting edge of the chisel on the work and repeat the above steps.

SAFETY PRECAUTIONS:

1. Goggles should be worn during the chipping process.
2. Make sure that the chisel head is not "mushroomed," as particles may break off and cause a personal injury.

SAMPLE OPERATION SHEET TWO

COVERING STEP 5 OF PRECEDING JOB SHEET TWO

HAND PROCESSES   Unit 1SM-P4   FUNDAMENTAL PROCESS SERIES

HOW TO USE HAND SNIPS

OBJECTIVES OF UNIT

➧ ① To explain how to make straight cuts with straight, combination, or bulldog snips.

➧ ② To explain how to notch metal.

TOOLS AND EQUIPMENT

Straight Snips
Combination Snips
Bulldog Snips
Circular Snips
Aviation Snips, left and right hand
Trojan Snips
Compound Lever Shears
Hawk's-Bill Snips
Open End Wrench
Hammer, Chisel, Lead Cake

A. MAKING STRAIGHT CUTS WITH STRAIGHT SNIPS, COMBINATION SNIPS OR BULLDOG SNIPS

1. Select the proper snips.

   NOTE: For mild steel 22 gage and lighter, use either straight or combination snips. For 16 to 20 gage mild steel, use bulldog snips.

2. Inspect the snips to see that they are properly adjusted.

   NOTE: If adjustment is necessary, refer to "Oiling and Adjusting Snips".

3. Grasp the snips in the right hand and the narrowest part of the sheet in left hand. (Fig. 2).

   NOTE: Rest the snips and sheet on bench if necessary.

4. Open the blades of the snips as far as conveniently possible and start the cut at the edge of the sheet.

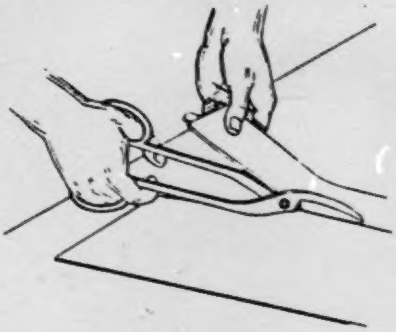


FIG 2 MAKING A STRAIGHT CUT

   NOTE: The snips should always be held at right angles to the sheet to be cut.

5. Cut the sheet by closing the blades just short of the full length to prevent leaving jagged edges. (Fig. 2).

   NOTE: The length of each cut will be determined somewhat by the gage of the sheet.

6. Start the snips at the extreme end of the preceding cut.

7. Finish the cut, keeping the snips on the line by changing the direction of the snips if necessary.

SAMPLE INFORMATION SHEET ONE

TITLE: Safety Precautions in Mixing Paints Information Sheet #16

COURSE TITLE: Interior Decorating Page 1 of 1 Page

The painter must exercise great care in mixing and applying paints containing lead and zinc pigments which may produce lead or zinc poisoning, resulting in skin disease, general discomfort, crippling, and sometimes fatal affliction. The most common symptoms are anemia, upset stomach condition, colic pains, blue line on gums, and wrist drop.

Benzol fumes may produce a "benzine jag" or dizziness and may ultimately result in permanet damage to the eyesight.

Benzol poisoning is the result of the hands or other parts of the body coming in contact with benzol.

Turpentine fumes nauseate some painters and are harmful to the kidneys. Turpentine coming in contact with the skin may result in painful but curable cracking and blistering.

Wood alcohol fumes are exceedingly destructive, especially to the eyes.

Always use rubber gloves when mixing or applying acid. Keep the hands wet when using hydrochloric acid. Always provide the best possible ventilation in working with hydrochloric (muriatic) acid. The first effect of muriatic acid fumes is nose bleeding. The cumulative result is hardening of the arteries.

The following suggestions are given as precautions to be observed in mixing or applying paint. Keep the hand out of paint; wear gloves; thoroughly cleanse the hands with soap and running water before eating; take a hot shower after work hours; remove paint from under and around finger nails; frequently change to clean overalls, keep thinners from coming in contact with the skin; never use thinners to remove paint from the skin; provide ample ventilation when mixing or painting indoors, and above all, see a doctor immediately upon the first appearance of any symptoms. Remember, your health, wealth, future, and family are at stake.

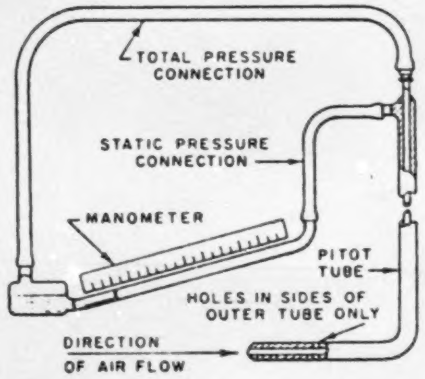
Great care must be exercised in the storage of oils, paints, thinners, gasoline, kerosene, alcohol, etc., to prevent the danger of fire. Inflammable materials should be kept in sealed cans at all times. All paint cans should be covered at night. Oily rags should be gathered up and properly disposed of at the close of the day. Too much emphasis cannot be given to the importance of care of using inflammable materials near an open flame or while smoking. Burlap, excelsior, rags, mops, and waste saturated with oils, stains, paints, etc., when placed in a pile or kept in a closed room will sometimes ignite. Spontaneous combustion results in the loss of money, time, and sometimes life.

SAMPLE INFORMATION SHEET TWO

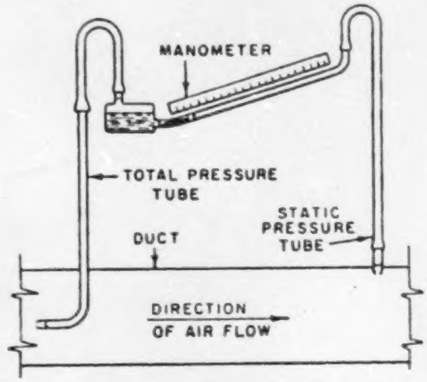
TOTAL PRESSURE

When air is moving, it creates greater pressure than when standing still. If the manometer leg were placed so that the flow of air through the duct were directly against the instrument, the pressure would be greater than the static pressure alone. This additional pressure is called velocity pressure, and the total pressure is made up of both the static and velocity pressures.

Instead of measuring the static and velocity pressures directly, an instrument called the Pitot tube measures the total pressure and the static pressure. Velocity pressure, then, is obtained by subtracting static from total.


TOTAL PRESSURE CONNECTION
STATIC PRESSURE CONNECTION
MANOMETER
PITOT TUBE
HOLES IN SIDES OF OUTER TUBE ONLY
DIRECTION OF AIR FLOW

CONNECTION FOR TOTAL PRESSURE ALONE


MANOMETER
TOTAL PRESSURE TUBE
STATIC PRESSURE TUBE
DUCT
DIRECTION OF AIR FLOW

CONNECTION FOR STATIC PRESSURE ALONE

If static pressure alone is to be measured, the total pressure tube of the Pitot is disconnected and the static pressure tube is connected to the cup of the manometer. On the other hand, if a measurement of total pressure alone is desired, the static pressure tube is disconnected from the manometer. Connected in this way, the total pressure will be indicated on the gauge.

FRICTION LOSS

As air flows through the duct, some pressure is lost due to friction of the air against the sides of the duct. This friction loss, as it is called, increases with an increase of air flow.

Pressure losses, which are always present in any duct system, are increased by the following conditions:

1. High air velocities
2. Small diameter ducts
3. Large air flow
4. Long lengths of ducts
5. Changes in direction of air flow
6. Sudden contractions or expansions in air stream

The preceding concepts will be applied in two methods of duct sizing to be discussed later in this unit.

APPENDIX B

SAMPLE ASSIGNMENT SHEET

TITLE: Lathe Cutting Tools — Assignment Sheet #4

COURSE TITLE Beginning Machine Shop Practice

PURPOSE:

1. To become familiar with the shapes of the commonly used lathe cutting tools.
2. To learn the correct procedure to follow in grinding lathe cutting tools.
3. To learn the names, uses, and values of the various angles of a cutting tool.

REFERENCES: Wagner and Arthur, Machine Shop Theory and Practice. pp. 74-81.

South Bend Lathe Works, How To Run A Lathe, Chapter IV.

ASSIGNMENT: Carefully study the references and write the answers to the following questions:

1. Describe the steel that is generally used in the making of lathe tools.

2. When and why are carbide cutting tools used?

3. Define the term "rake" as applied to lathe cutting tools.

4. How should the cutting tool be held during the grinding operation--in the hand or in the tool holder? Why? ____________________

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5. What precautions must be taken when grinding a lathe cutting tool? ____

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6. In the space below draw a top, side, and end view sketch of (a) a right-hand roughing tool, (b) a left-hand roughing tool, (c) a finishing tool, (d) a facing tool, (e) a V-Thread tool, and (f) a cut-off tool.

APPENDIX C

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

STUDENT: ______________________ **TYPE OF LESSON:** ______________________

EVALUATED BY: ______________________ **TITLE OF THE LESSON:** ______________________

LESSON EVALUATION

	LEVEL OF PERFORMANCE					
	NOT APPLIC.	VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT
1. The physical environment was reasonably comfortable.						
2. The physical setting for the lesson was as close close to reality as possible.						
3. All tools, materials, supplies and visuals were organized and at hand when the teacher needed them.						
4. All tools, materials, supplies and visuals were in good condition.						
5. The teacher introduced the lesson well.						
6. The teacher provided explanations of: a. What was going to be presented or demonstrated.						
b. How it fit in with what the class already knew or had experienced.						
c. How it fit in with future activities.						
7. The teacher defined any new terms which would be encounted during the lesson.						
8. The teacher motivated the class to want to learn the new materials.						
9. Each step necessary to the demonstration or steps listed in the lesson plan were followed.						
10. Each step was explained as it was demonstrated.						
11. Key points or specific techniques essential to perform each step were explained.						

APPENDIX C

LESSON EVALUATION (CONT'D)

12. Safety practices specific to the operation were explained.						
13. If a step involved small parts or intricate processes, the teacher used visuals for clarification.						
14. If a step was time-consuming, the teacher had completed the step ahead of time.						
15. The procedure followed for the operation was the one most used in the field.						
16. The steps were presented slowly enough that students did not miss key points.						
17. Every movement in the demonstration was visible.						
18. If direction of movement was of special importance, students were positioned accordingly.						
19. The teacher could be clearly heard.						
20. The teacher talked to the students, and not to the materials.						
21. The teacher performed the lesson with ease.						
22. The teacher set up standards of workmanship by doing a thorough job.						
23. The teacher encouraged questions.						
24. The teacher asked key questions throughout to assure that the students understood the lesson.						
25. The teacher included some activity to summarize the steps and key points.						
26. The lesson lasted the time allocated.						

NOTE: The student must be assisted by his/her supervisor until he/she receives NOT APPLICABLE, AVERAGE, GOOD or EXCELLENT responses in each of the items contained in the Lesson Evaluation Sheet.

STATE UNIVERSITY COLLEGE AT UTICA/ROME
811 COURT STREET
UTICA, NEW YORK 13502

VTE 467
MODULARIZED IN-SERVICE STUDENT TEACHING

DIRECTIONS AND ASSIGNMENTS

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING (INSERVICE)

DIRECTIONS:

You will be expected to demonstrate your instructional abilities as a vocational or technical education teacher during this experience in student teaching. The activities that are a requirement of student teaching will take place in your own classroom during the regular school day and under the immediate supervision of a representative of the Department of Vocational-Technical Education at Utica/Rome. You will be expected to assume several specific assignments which you will plan in complete detail. These assignments are described on the sheets which follow these directions. Each completed assignment sheet with attached related materials is to be given to your college supervisor after the assignment is fully accomplished.

You are to use the "student teaching schedule" form found on the next page to provide an accurate record of your teaching assignments and experiences. This form can be used to assist you in scheduling your activities in advance with the cooperation and consultation of your college supervisor. You should complete two copies of this schedule and turn one copy in to your college supervisor.

At the end of your student teaching experience you will be required to compile a final report consisting of all assignment sheets, lesson materials prepared in the student teaching experience and other pertinent information relating to the student teaching experience deemed appropriate by your student teaching supervisor.

The number of vocational shop and classroom visitations made by the college supervisor will be at his discretion and may vary according to the needs and progress of the student teacher. All visitations will be arranged by the college supervisor and the student teacher.

Appendix C contains a sample of the instrument that will be used to evaluate your lesson presentation.

The final grade will be determined by the evaluations made by the college supervisor and the completed final report.

Assignment Sheet #1
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ____________________ TEACHING AREA: ____________________

STUDENT TEACHING SCHEDULE

No.		Date	Preparation Time
1.-	Information Lesson #1 (lecture)		
2.-	Skill Lesson #1 (demonstration)		
3.-	Information Lesson #2 (lecture)		
4.-	Skill Lesson #2 (demonstration)		
5.-	Information Lesson #3 (lecture)		
6.-	Skill Lesson #3 (demonstration)		
7.-	Training Aid #1 (chart or graph)		
8.-	Training Aid #2 (transparencies)		
9.-	Training Aid #3 (student choice)		
10.-	Quiz #1 (10 matching items)		
11.-	Quiz #2 (10 multiple choice)		
12.-	Quiz #3 (10 recall items)		
13.-	Guest Speaker		
14.-	Problems and Resources Exercise		

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ COLLEGE SUPERVISOR: ______________________

Information Lesson #1 (lecture)

1. Prepare a lesson plan following one of the formats for lesson planning given in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B.
2. Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions.
3. Under the guidance of your supervisor, present the lesson to your class.
4. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report.
5. What were some of the difficulties that you encountered in presenting the lesson?

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6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

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STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT:______________________ SCHOOL:______________________

TEACHING AREA:______________________ COLLEGE SUPERVISOR:______________________

Skill Lesson #1 (demonstration)

1. Prepare a lesson plan following one of the formats for lesson planning given in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B.

2. Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions.

3. Under the guidance of your supervisor, present the lesson to your class.

4. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report.

5. What were some of the difficulties that you encountered in presenting the lesson?

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6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

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Assignment Sheet #4
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT:______________________ SCHOOL:______________________

TEACHING AREA:__________________ COLLEGE SUPERVISOR:________________

Information Lesson #2 (lecture)

1. Prepare a lesson plan following one of the formats for lesson planning given in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B.
2. Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions.
3. Under the guidance of your supervisor, present the lesson to your class.
4. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report.
5. What were some of the difficulties that you encountered in presenting the lesson?

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6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

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7. How did the improvements indicated in your previous information lesson help you in this lesson?

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Assignment Sheet # 5
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ COLLEGE SUPERVISOR: ______________________

Skill Lesson #2 (demonstration)

1. Prepare a lesson plan following one of the formats for lesson planning given in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B.
2. Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions.
3. Under the guidance of your supervisor, present the lesson to your class.
4. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report.
5. What were some of the difficulties that you encountered in presenting the lesson?

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6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

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7. How did the improvements indicated in your previous skill lesson help you in this lesson?

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Assignment Sheet #6
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ COLLEGE SUPERVISOR: ____________________

Information Lesson #3 (lecture)

1. Prepare a lesson plan following one of the formats for lesson planning given in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B.
2. Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions.
3. Under the guidance of your supervisor, present the lesson to your class.
4. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report.
5. What were some of the difficulties that you encountered in presenting the lesson?
6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?
7. How did the improvements indicated in your previous information lessons help you in this lesson?

Assignment Sheet #7
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: __________________ COLLEGE SUPERVISOR: ______________

Skill Lesson #3 (demonstration)

1. Prepare a lesson plan following one of the formats for lesson planning given in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B.
2. Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions.
3. Under the guidance of your supervisor, present the lesson to your class.
4. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report.
5. What were some of the difficulties that you encountered in presenting the lesson?

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6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?

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7. How did the improvements indicated in your previous skill lessons help you in this lesson?

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Assignment Sheet #8
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ COLLEGE SUPERVISOR: ____________________

Training Aid #1 (chart or graph)

1. Construct a chart or graph which you will use as a training aid during one of the assigned lessons which you will teach.
2. Before starting the construction of the training aid, secure the approval of your college supervisor. In the space provided below, prepare a brief description of the proposed aid.
3. Refer to a text from your personal or school library which deals with the study of visual aids. This text should give you some suggestion for the aid.
4. Proposal:

Approved by:

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STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ______________________ SCHOOL: ______________________

TEACHING AREA: ______________________ COLLEGE SUPERVISOR: ______________________

Training Aid #2 (transparencies)

1. Construct a set of transparencies which you will use as a training aid during one of the assigned lessons which you will teach.
2. Before starting the construction of the training aid, secure the approval of your college supervisor. In the space provided below, prepare a brief description of the proposed aid.
3. Refer to a text from your personal or school library which deals with the study of visual aids. This text should give you some suggestions for the aid.
4. Proposal:

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Approved by:

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Assignment Sheet #10
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ COLLEGE SUPERVISOR: ____________________

Training Aid #3 (student choice)

1. Construct a third teaching aid (student choice) which you will use as a training aid during one of the assigned lessons which you will teach.
2. Before starting the construction of the training aid, secure the approval of your college supervisor. In the space provided, prepare a brief description of the proposed aid.
3. Refer to a text from your personal or school library which deals with the study of visual aids. This text should give you some suggestions for the aid.
4. Proposal:

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Approved by:

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STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ______________________ **SCHOOL:** ______________________

TEACHING AREA: ______________________ **COLLEGE SUPERVISOR:** ______________________

Quiz #1 - (10 matching items)

1. You are to prepare a ten item matching quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.

2. Your college supervisor should "look over" your quiz and initial it before you have it duplicated. The quiz must be original and written by you, and not taken from your file of tests and examinations.

3. Refer to a text from your personal or school library which deals with the measuring of educational achievement.

4. One copy of your quiz is to be attached to this assignment sheet and given to the college supervisor in the final report.

Assignment Sheet #12
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT:____________________ SCHOOL:____________________

TEACHING AREA:____________________ COLLEGE SUPERVISOR:____________________

Quiz #2 - (10 multiple choice)

1. You are to prepare a ten item multiple choice quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.

2. Your college supervisor should "look over" your quiz and initial it before you have it duplicated. The quiz must be original and written by you, and not taken from your file of tests and examinations.

3. Refer to a text from your personal or school library which deals with the measuring of educational achievement.

4. One copy of your quiz is to be attahced to this assignment sheet and given to the college supervisor in the final report.

Assignment Sheet #13
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT:____________________ SCHOOL:____________________

TEACHING AREA:____________________ COLLEGE SUPERVISOR:____________________

Quiz #3 - (10 recall items)

1. You are to prepare a ten item recall quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.

2. Your college supervisor should "look over" your quiz and initial it before you have it duplicated. The quiz must be original and written by you, and not taken from your file of tests and examinations.

3. Refer to a text from your personal or school library which deals with the measuring of educational achievement.

4. One copy of your quiz is to be attached to this assignment sheet and given to the college supervisor in the final report.

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ______________________________ **SCHOOL:** ______________________________

TEACHING AREA: ______________________ **COLLEGE SUPERVISOR:** ______________________

Guest Speaker

1. Select a topic in which you may utilize a guest speaker.
2. Before making proper arrangments to secure the speaker, get the approval of the college supervisor. In the space provided below, prepare a brief description of the topic you want the speaker to address himself/herself.
3. In making the arrangments to secure the guest speaker, follow the school's policy in this matter and consult with the college supervisor for guidance and assistance.
4. Proposal:

Assignment Sheet #15
Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT: ____________________ SCHOOL: ____________________

TEACHING AREA: ____________________ MASTER TEACHER: ____________________

COLLEGE SUPERVISOR: ____________________

Problems and Resources Exercise:

In your teaching career, you would be faced with many problems. Some of these problems are listed in the left column of the exercise below. The right column has some of the resources available to you. Place an X in the resource column(s) that you feel you may use in solving each problem.

RESOURCES AVAILABLE TO THE VOCATIONAL TEACHER / PROBLEMS FACED BY THE VOCATIONAL TEACHER	In-School Resources									Out-of-School Resources										
	Attendance Officer	Counselor	Director/Assist. Director	Fellow-Student	Fellow-Teacher	Job Placement Director	Principal/Assist. Princ.	School Nurse	Special Education Coord.	Advisory Committee	Business Person	Church Organization	County Sheriff/Police	Family Counseling Center	Fraternal Organizations	Halfway Houses & Clinics	Juvenile Officers	Social Workers	State Department of Education	Youth Center Personnel
Career Information																				
Classroom Discipline																				
Communicable Diseases																				
Drug Usage																				
Educational Information																				
Emotional																				
Family/Marital																				
Financial																				
Job Development and Placement																				
Motivational																				
Personal/Social																				
Physiological																				
Potential Dropout																				
Potential Runaway																				
Pregnancy																				
Transportation																				
Under-achievers																				
Vandalism																				

APPENDICES

Pages 18 and 19 contained copyrighted material (lesson plans) from the Teacher's Manual--Sheet Metal Series (Delmar Publishers, Inc.) and were therefore removed.

APPENDIX A

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

MODEL LESSON PLAN FOR SKILL LESSON

Unit: ____________
Lesson: ____________

JOB (or operation):

AIM (or purpose):

TOOLS AND EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the students)

II. PRESENTATION (of the skills):

Operations or Steps	Key Points (things to remember to do or say)

III. APPLICATION (practice by student under close supervision):

IV. TEST (performance of skill to acceptable standards):

Suggested Reading for the students:

APPENDIX A

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
VTE 467 - MODULARIZED STUDENT TEACHING

MODEL LESSON PLAN FOR INFORMATION LESSON

Unit: ____________
Lesson: ____________

CONCEPTS (or principles):

AIM (or purpose):

EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the students):

II. PRESENTATION (of the concepts or principles)

Steps to be followed	Key points (terms or things to remember to say or do)

III. APPLICATION (of concepts or principles under supervision)

IV. CHECKING RESULTS

Suggested Reading or assignments for the students:

APPENDIX B

SAMPLE JOB SHEET ONE

JOB TITLE: Bench Plate

Job Sheet #6

COURSE TITLE: Machine Shop Practice

Page 1 of 1 Page

BLUEPRINT: #9

TOOLS AND EQUIPMENT:

Shaper
Shaper tool holder
Tool bit
Micrometers
Brass hammer
Parallels
Mill file

MATERIAL:

3 1/4" x 6 1/4" x 12 1/4" cast iron

PROCEDURE:

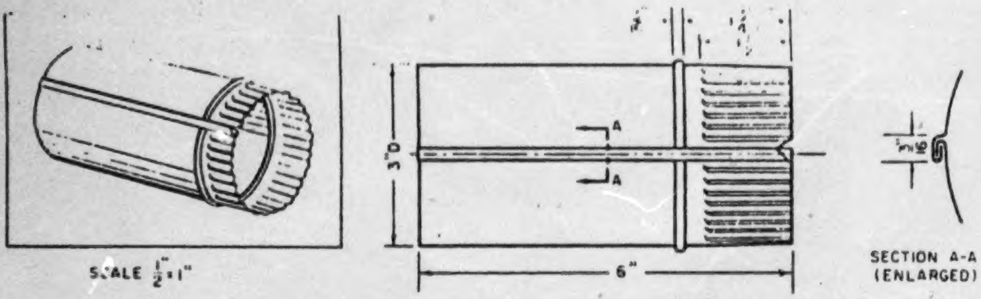
1. Check machine for proper running condition.
2. Grind tool bit for roughing cast iron (round nose).
3. Clamp work in shaper vise flat side down and parallel to ram travel.
4. Adjust stroke of shaper to proper length.
5. Take rough and finish cut on surface.
6. Repeat for opposite side leaving .012" to .015" grinding stock.
7. Finish all four edges to dimensions plus .010".
8. Remove from shaper vise and break all edges lightly with file.
9. Check all dimensions for accuracy.
10. Route to surface grinder (See Job Sheet #7).

APPENDIX B

SAMPLE JOB SHEET TWO

SHEET METAL WORK Unit 1SM 15 JOB SHEET SERIES

ROUND PIPE



MATERIALS AND SUPPLIES

Black Iron 28 gage 6¼" x 10¼"

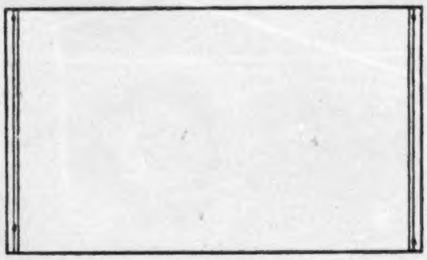
TOOLS AND EQUIPMENT

Scale
Straight Edge
Flat Steel Square
Scratch Awl
Prick Punch

Hammer
Combination Snips
Hand Groover
Mallet

Bar Folder
Slip Roll Forming Machine
Solid Mandrel Stake
Beading Machine
Crimping Machine

	BOOK	REFERENCE UNITS.	
1. Select the stock as specified.	Hand	1SM-T1	1SM-P1
2. Lay out the pattern for the pipe on the metal.	M&L M&L	1SM-T5 1SM-T3	1SM-P5 1SM-P3
3. Lay out the allowances for the grooved seam.	M&L M&L	1SM-T6 1SM-T3	1SM-P6 1SM-P3



4. Check the pattern for accuracy.	M&L	1SM-T1	1SM-P1
⑤ Cut out and notch the metal with combination snips.	Hand	1SM-T4	1SM-P4
6. Bend the folds for the grooved seam in the bar folder.	Mach.	1SM-T1	1SM-P1

APPENDIX B

SAMPLE OPERATION SHEET ONE

HOW TO: Chip with a Cold Chisel — Operation Sheet #18

COURSE TITLE: Beginning Machine Shop Practice — Page 1 of 1 Page

INTRODUCTION:

Chipping is the process of removing metal by means of a cold chisel and hammer. The use of the shaper, milling machine, and planer are more efficient methods of removing metal accurately and rapidly, but the use of a chisel is necessary on many jobs where accuracy is not important and only a small amount of metal is to be removed.

TOOLS AND EQUIPMENT:

Cold chisel
Machinist's vise
Machinist's hammer
Goggles

PROCEDURE:

1. Mount the work firmly in the vise, use soft copper jaws if the work has finished surfaces.
2. Hold the chisel with the thumb and fingers of the left hand, so that the head end extends above the hand.
3. Place the cutting edge of the chisel on the surface of the job where the cut is to be made. The chisel should be held at a cutting angle of approximately 45 degrees.
4. Grasp the hammer near the end of the handle so that it can be swung with an easy forearm movement.
5. Strike the head of the chisel with a firm sharp blow.
6. Reset the cutting edge of the chisel on the work and repeat the above steps.

SAFETY PRECAUTIONS:

1. Goggles should be worn during the chipping process.
2. Make sure that the chisel head is not "mushroomed," as particles may break off and cause a personal injury.

SAMPLE OPERATION SHEET TWO

COVERING STEP 5 OF PRECEDING JOB SHEET TWO

HAND PROCESSES Unit 1SM-P4 FUNDAMENTAL PROCESS SERIES

HOW TO USE HAND SNIPS

OBJECTIVES OF UNIT

➧ ① To explain how to make straight cuts with straight, combination, or bulldog snips.

➧ ② To explain how to notch metal.

TOOLS AND EQUIPMENT

Straight Snips
Combination Snips
Bulldog Snips
Circular Snips
Aviation Snips, left and right hand
Trojan Snips
Compound Lever Shears
Hawk's-Bill Snips
Open End Wrench
Hammer, Chisel, Lead Cake

A. MAKING STRAIGHT CUTS WITH STRAIGHT SNIPS, COMBINATION SNIPS OR BULLDOG SNIPS

1. Select the proper snips.

   NOTE: For mild steel 22 gage and lighter, use either straight or combination snips. For 16 to 20 gage mild steel, use bulldog snips.

2. Inspect the snips to see that they are properly adjusted.

   NOTE: If adjustment is necessary, refer to "Oiling and Adjusting Snips".

3. Grasp the snips in the right hand and the narrowest part of the sheet in left hand. (Fig.2).

   NOTE: Rest the snips and sheet on bench if necessary.

4. Open the blades of the snips as far as conveniently possible and start the cut at the edge of the sheet.

   NOTE: The snips should always be held at right angles to the sheet to be cut.

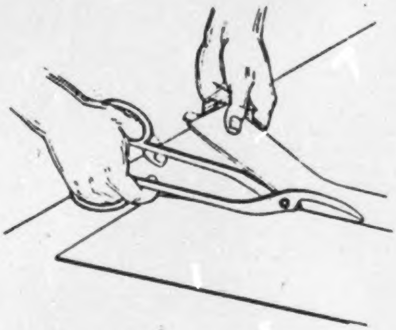


FIG. 2 MAKING A STRAIGHT CUT

5. Cut the sheet by closing the blades just short of the full length to prevent leaving jagged edges. (Fig. 2).

   NOTE: The length of each cut will be determined somewhat by the gage of the sheet.

6. Start the snips at the extreme end of the preceding cut.

7. Finish the cut, keeping the snips on the line by changing the direction of the snips if necessary.

SAMPLE INFORMATION SHEET ONE

TITLE: Safety Precautions in Mixing Paints   Information Sheet #16

COURSE TITLE: Interior Decorating   Page 1 of 1 Page

The painter must exercise great care in mixing and applying paints containing lead and zinc pigments which may produce lead or zinc poisoning, resulting in skin disease, general discomfort, crippling, and sometimes fatal affliction. The most common symptoms are anemia, upset stomach condition, colic pains, blue line on gums, and wrist drop.

Benzol fumes may produce a "benzine jag" or dizziness and may ultimately result in permanet damage to the eyesight.

Benzol poisoning is the result of the hands or other parts of the body coming in contact with benzol.

Turpentine fumes nauseate some painters and are harmful to the kidneys. Turpentine coming in contact with the skin may result in painful but curable cracking and blistering.

Wood alcohol fumes are exceedingly destructive, especially to the eyes.

Always use rubber gloves when mixing or applying acid. Keep the hands wet when using hydrochloric acid. Always provide the best possible ventilation in working with hydrochloric (muriatic) acid. The first effect of muriatic acid fumes is nose bleeding. The cumulative result is hardening of the arteries.

The following suggestions are given as precautions to be observed in mixing or applying paint. Keep the hand out of paint; wear gloves; thoroughly cleanse the hands with soap and running water before eating; take a hot shower after work hours; remove paint from under and around finger nails; frequently change to clean overalls, keep thinners from coming in contact with the skin; never use thinners to remove paint from the skin; provide ample ventilation when mixing or painting indoors, and above all, see a doctor immediately upon the first appearance of any symptoms. Remember, your health, wealth, future, and family are at stake.

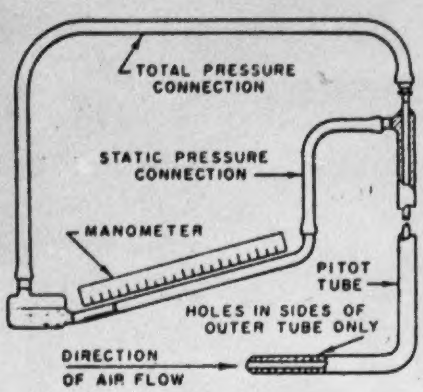
Great care must be exercised in the storage of oils, paints, thinners, gasoline, kerosene, alcohol, etc., to prevent the danger of fire. Inflammable materials should be kept in sealed cans at all times. All paint cans should be covered at night. Oily rags should be gathered up and properly disposed of at the close of the day. Too much emphasis cannot be given to the importance of care of using inflammable materials near an open flame or while smoking. Burlap, excelsior, rags, mops, and waste saturated with oils, stains, paints, etc., when placed in a pile or kept in a closed room will sometimes ignite. Spontaneous combustion results in the loss of money, time, and sometimes life.

SAMPLE INFORMATION SHEET TWO

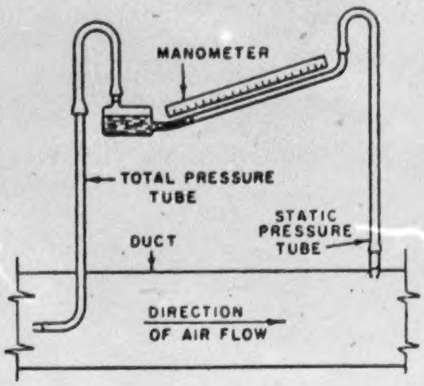
TOTAL PRESSURE

When air is moving, it creates greater pressure than when standing still. If the manometer leg were placed so that the flow of air through the duct were directly against the instrument, the pressure would be greater than the static pressure alone. This additional pressure is called velocity pressure, and the total pressure is made up of both the static and velocity pressures.

Instead of measuring the static and velocity pressures directly, an instrument called the Pitot tube measures the total pressure and the static pressure. Velocity pressure, then, is obtained by subtracting static from total.


TOTAL PRESSURE CONNECTION
STATIC PRESSURE CONNECTION
MANOMETER
PITOT TUBE
HOLES IN SIDES OF OUTER TUBE ONLY
DIRECTION OF AIR FLOW

CONNECTION FOR TOTAL PRESSURE ALONE


MANOMETER
TOTAL PRESSURE TUBE
STATIC PRESSURE TUBE
DUCT
DIRECTION OF AIR FLOW

CONNECTION FOR STATIC PRESSURE ALONE

If static pressure alone is to be measured, the total pressure tube of the Pitot is disconnected and the static pressure tube is connected to the cup of the manometer. On the other hand, if a measurement of total pressure alone is desired, the static pressure tube is disconnected from the manometer. Connected in this way, the total pressure will be indicated on the gauge.

FRICTION LOSS

As air flows through the duct, some pressure is lost due to friction of the air against the sides of the duct. This friction loss, as it is called, increases with an increase of air flow.

Pressure losses, which are always present in any duct system, are increased by the following conditions:

1. High air velocities
2. Small diameter ducts
3. Large air flow
4. Long lengths of ducts
5. Changes in direction of air flow
6. Sudden contractions or expansions in air stream

The preceding concepts will be applied in two methods of duct sizing to be discussed later in this unit.

APPENDIX B

SAMPLE ASSIGNMENT SHEET

TITLE: Lathe Cutting Tools — Assignment Sheet #4

COURSE TITLE Beginning Machine Shop Practice

PURPOSE:

1. To become familiar with the shapes of the commonly used lathe cutting tools.
2. To learn the correct procedure to follow in grinding lathe cutting tools.
3. To learn the names, uses, and values of the various angles of a cutting tool.

REFERENCES: Wagner and Arthur, Machine Shop Theory and Practice. pp. 74-81.

South Bend Lathe Works, How To Run A Lathe, Chapter IV.

ASSIGNMENT: Carefully study the references and write the answers to the following questions:

1. Describe the steel that is generally used in the making of lathe tools. ____________________

____

____

2. When and why are carbide cutting tools used? __________

____

____

____

____

3. Define the term "rake" as applied to lathe cutting tools.

____

____

____

____

____

4. How should the cutting tool be held during the grinding operation--in the hand or in the tool holder? Why? ____________________

____

____

____

5. What precautions must be taken when grinding a lathe cutting tool? ____

____

____

____

6. In the space below draw a top, side, and end view sketch of (a) a right-hand roughing tool, (b) a left-hand roughing tool, (c) a finishing tool, (d) a facing tool, (e) a V-Thread tool, and (f) a cut-off tool.

APP IX C

APPENDIX C

STATE UNIVERSITY COLLEGE AT UTICA/ROME
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

STUDENT: ______________________ TYPE OF LESSON: ______________________

EVALUATED BY: ______________________ TITLE OF THE LESSON: ______________________

LESSON EVALUATION

	LEVEL OF PERFORMANCE					
	NOT APPLIC.	VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT
1. The physical environment was reasonably comfortable.						
2. The physical setting for the lesson was as close close to reality as possible.						
3. All tools, materials, supplies and visuals were organized and at hand when the teacher needed them.						
4. All tools, materials, supplies and visuals were in good condition.						
5. The teacher introduced the lesson well.						
6. The teacher provided explanations of: a. What was going to be presented or demonstrated.						
b. How it fit in with what the class already knew or had experienced.						
c. How it fit in with future activities.						
7. The teacher defined any new terms which would be encounted during the lesson.						
8. The teacher motivated the class to want to learn the new materials.						
9. Each step necessary to the demonstration or steps listed in the lesson plan were followed.						
10. Each step was explained as it was demonstrated.						
11. Key points or specific techniques essential to perform each step were explained.						

APPENDIX C

LESSON EVALUATION (CONT'D)

12. Safety practices specific to the operation were explained.

13. If a step involved small parts or intricate processes, the teacher used visuals for clarification.

14. If a step was time-consuming, the teacher had completed the step ahead of time.

15. The procedure followed for the operation was the one most used in the field.

16. The steps were presented slowly enough that students did not miss key points.

17. Every movement in the demonstration was visible.

18. If direction of movement was of special importance, students were positioned accordingly.

19. The teacher could be clearly heard.

20. The teacher talked to the students, and not to the materials.

21. The teacher performed the lesson with ease.

22. The teacher set up standards of workmanship by doing a thorough job.

23. The teacher encouraged questions.

24. The teacher asked key questions throughout to assure that the students understood the lesson.

25. The teacher included some activity to summarize the steps and key points.

26. The lesson lasted the time allocated.

NOTE: The student must be assisted by his/her supervisor until he/she receives NOT APPLICABLE, AVERAGE, GOOD or EXCELLENT responses in each of the items contained in the Lesson Evaluation Sheet.